

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5363** | **EDLD 5363 Multimedia Video Technology** | **12 hours** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  Self –Assessment  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  Learn as a Learner  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  Lifelong Learning Skills  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  Additional Criteria  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | EDLD 5363 Multimedia Video Technology taught me so much about the video production and editing process. We learned that the planning and preparation process is a key ingredient to creating a successful video production. I felt like our group worked well together. We communicated effectively through our Google website and we were able to make comments, share our ideas, make decisions on our project and collaborate on these ideas. The group members did not hesitate to put their talents to work and begin creating the project. Suggestions were made on a group public service announcement theme and it was decided that we would focus on a topic that is a growing crisis for our students. The dropout rate for students is a problem so our PSA project focus was to create a video that would reach out and communicate the hazards and potential consequences of dropping out. The title to our project was “The Misery of Dropping Out” which spotlighted the impact of staying in school. We began sharing ideas, preparing the responsibility list, the timelines, the shot list, the script outline, the narration script, video / photography responsibilities, and the copyright information. Our group members leaped into action to create a PSA that would focus on the student dropout crisis. We felt that it was important for the PSA to have a theme that would communicate the need for students to remain in school and focus on earning their diplomas and furthering their education. It was a successful collaborative experience to create a project that speaks to our youth about this important topic. My responsibility was to create the project timeline and to do video and photography. I utilized my children and we created homeless costuming / sets that would symbolize out of work individuals asking for money by the side of the highway. Additional responsibilities included taking photographs and video of car dealerships, shopping malls, electronics stores, clothing stores, and universities. This was to symbolize the items that people sometimes want to purchase by may not be able to. I also submitted graduation photographs of my children graduating from college. Other photos were utilized with the Creative Commons license in mind. I feel that our PSA and since ti is uploaded to YouTube it sends an effective message to students about the dangers of dropping out and the misery it can cause. If more time were allowed for the PSA, we could include more photographs and creative imagery. I appreciate the opportunity to work with such a talented group of professionals. Overall, I feel like our team worked well together and we were able to create a PSA project that could make a difference in our student dropout rates. |